# The Georgian Faculty Review

April

1949

## In This Issue

Instructors on their way to the Faculty Room must often be struck by the vapours and mystic rites observable in the Chemistry labs. On page 12 Samuel Madras gives a clue as he describes an interesting project carried on this year by Chemistry majors.

The status of our Evening Division, its organic relationship to the College, and the features which distinguish it from an Extension Department are stated by Dr. K. E. Norris on page 4.

This spring a signal honour was paid by the Government of France to our Dr. Paul Villard. Gordon Rothney has, on page 6, sketched the highlights of Dr. Villard's distinguished career.

Geography as an important member of the family of Social Sciences is increasingly winning status in Canadian universities. Geography teaching without maps is a contradiction in terms and Philip Uren, Lecturer in Geography, makes, on page 10, a case for a more complete map collection not only for the geographers but for other students as well.

Harry Schwartz, on page 8, sets down in forthright fashion his convictions on the question of training more engineers, and on page 14 Ernest Stabler appears to be deeply concerned about the plight of today's professors.

J. W. Brunt, sometime poet, and Harold Potter with his column "Since our Last Issue", round out what we hope you will agree is an interesting issue.

THE EDITORS.

Georgian Faculty Review

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# Editorial

# Between Ourselves

This Spring our graduating class will be well sprinkled with student veterans. The President, Vice-President, Valedictorian and Yearbook Editor of the class of '49 are all veterans and, although a good number of service men and women will graduate in future years, this is the big veterans' year. To say that we are sorry to see them go is a grave understatement yet, on the other hand, we should be glad to bid them farewell. For four years (three for those who accelerated) they have been using their re-establishment credits and now we are anxious to see them graduate and begin to "re-establish" themselves without delay. They have insisted, with some reason, on giving a rather practical bent to their education (although we have bootlegged in a good deal of the other kind too) because they have been preparing themselves for a decent job, some independence, and the normal patterns of home and family life.

But before they take their final leave it may be worth recalling the imprint this year's graduates have made on the life of the College. In the fall of 1945 and in early 1946 when veterans were crowding into Canadian universities a good deal of sentimental nonsense was talked and written about the student veteran. He was glamorized as a war hero now ready to begin the battle of the books and endowed with super intelligence and grim determination. The veteran himself was not too impressed with all this loose talk, but it may have helped to put him on his mettle. But as the years went by the public grew more concerned with the Cost of Living and the Cold War, and the veteran was left to his own studious struggle. And quite a struggle it was, particularly for the away-from-home and married men and women. In the face of meagre maintenance grants, poor housing, high prices and family pressures a fair number put aside their books and took jobs which were too attractive to resist. The surprising fact is, however, that so many stayed with us, and in looking back over these past years we can say in all truth that the veterans have pretty well lived up to all our expectations.

Important as grade averages may be, let us pass over lightly the facts of scholastic achievements. The statistics are available and do not vary much from college to college; veterans achieved good grades, married veterans praticularly. In spite of difficulties which ranged from mothers-in-law to cheap

restaurants, from part-time jobs to heartless landladies, the veteran, as a student, held his own. Let us recall (as if we could forget) the different tone or atmosphere which a sprinkling of veterans gave to a class. The interest and sense of purpose, the intelligent questions and the no-nonsense attitudes of the veterans sometimes astounded, but normally steadied, the less intent eighteen year-olds. In this College particularly, the leadership in student organizations has been taken over by the veterans— not as a pressure group, interestingly enough, but because a core of them with more than a little ability, and energy to burn, became genuinely interested in the institution and wanted to do their best by it. In the past four years staff members have more than once remarked on the mature judgment and capable management the veteran group gave to student affairs.

Yes, in many ways these have been halcyon years for college teachers — big classes, heavy schedules, and stacks of papers to mark, it is true, but good years nevertheless. These students, perhaps a little cynical at the beginning, often in too much of a hurry for their own good, and sometimes concerned only with the facts, "just give us the facts", these students were, nevertheless, possessed of the winning combination of maturity, good minds, and determination. And so we grew fond of them, not as a sort of mass entity, but as individual men and women, and we are grateful for the great contribution they made in the life of this institution. As they go out finally to re-establish themselves (God grant that they do not "settle down" in the all-too-frequent manner of college graduates) we wish them good fortune and continued growth.

E. S.

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## ON EXAMINATIONS

Between the tester and the tested
Cordial relations are arrested,
While newly-virtuous students toil
And reams of virgin paper spoil.

The prof. now cunningly conjectures
How much he'll get back of his lectures.

Sometimes the hungry sheep aren't fed,
To pastures green the lambs aren't led.
Sometimes the seed no hold has found
Because it's sown in stony ground.
Although we test the student — yet
Quis custodes custodiet ?

J. W. BRUNT

# Not An Extension Department

## K. E. Norris

Those who do not know Sir George Williams College well are frequently struck by the fact that its staff never refers to its Evening Division as an Extension Department. Moreover, such persons consider it something of an anomaly that the College, which stresses its evening mission more perhaps than any other college in Canada, maintains steadfastly that it has no extension department whatsoever. At first glance, this might seem to be playing with words or represent a pose on the part of the College. Nothing could be farther from the truth.

Historically, philosophically, and functionally, the Evening Division of Sir George Williams College is an organic part of the whole which is the College. Indeed its organization preceded that of the Day Division, so that in many respects the usual procedures were reversed and the Day Division grew out of, and became an extension of, the Evening Division.

Evening students at Sir George Williams are not considered to be different from day students. Except that they are, on the average, older and more mature, they are cut from the same cloth as are the students of the Day Division. There are those of brilliant academic ability — and those who just get by, or fail. There are ambitious and persevering evening students — and those who would like to take a College education by some painless process of inhalation, if this were possible (although it must be confessed that, on the whole, the evening student is the better motivated). There are those with problems involving personal and family adjustments, and those for whom life seems relatively serene and untroubled. There are differences, of course, quite important differences, arising from the fact that evening students are employed by day. Their personal motives are based more securely upon the demands which life has already made of them, and many subjects of College study take on meaning for them in a way which is not usually possible for the younger day students.

However, in spite of these differences which are recognized in the planning of courses, evening students follow the same general patterns of study, obey the same curricular rules for degrees and diplomas, and are required in every way to maintain the same academic standards as are the day students. Such differences as are made in the content and level of the evening courses are made in recognition of the added maturity and experience of the evening students, and tend to raise the academic level above that of the comparable courses in the day College. The rule has been that the evening course must be *at least* as good as the day course. How much better it may become is entirely up to the evening class and its instructor.

The essential identity of the Evening Division with the College as a whole is carried into the extra-curricular organization. There we see comparable

undergraduate societies in both divisions knit together by a co-ordinating Students' Council, whose function it is to rule on matters relating to the student body as a whole and to conduct joint undergraduate enterprises such as the *Georgian,* the *Yearbook,* or representative teams in athletics. It is true that they have their differences, but the former evening students of Sir George Williams who have transferred to the evening divisions of American universities state that what they miss most is the contact with the day students and the feeling of identity with the student body as a whole which is so significant a part of undergraduate life here. Apparently Sir George Williams College has something unique in this regard, even among institutions which accord the evening student equality of status in every other academic way.

This is all the more remarkable, in view of the fact that evening and late afternoon college education for academic credit is offered, as a matter of course, in practically every large city in the United States. Indeed, this statement was written as long ago as 1928 : "The collegiate evening session is a product of the twentieth century and is unquestionably the distinctive contribution of the urban institutions of higher education."(1)

Where do evening students come from, and why do so many educators of the older school seem to believe that evening students are somewhat inferior, that they are discards from the day institutions ? To the latter question there can be no answer except that persons who hold such opinions can have had no experience with evening students. To the former it should be sufficient to point out that, as yet, a very, very small proportion of those with college-grade ability do attend college or university. Perhaps in Canada not more than 3% of persons of college age attend college. Yet competent authorities, including the recent and oft-quoted Harvard Report, maintain that about 25% have the scholastic ability to benefit by four years of higher education — and this without reducing standards one whit in the colleges and universities. (2)

Where, then, do evening students come from ? They are part of that great body of young people who could not afford to go to day college, or did not want to, and now find it possible or desirable to change their minds. They come from the difference between the 3% who go to day college and the 25% who have the ability to do so. They are drawn, therefore, from a reservoir of at least 22% of the population, for whom it is of the utmost social importance that the facilities of higher education be made available.

An extension department ? Not at all! These are college students in every sense of the word, and are aggressively considered as such by Sir George Williams College. Perhaps, some day, when the College has more resources than it has at the present time, it may inaugurate a programme of activities corresponding closely to that of the usual university extension department in Canada and the United States, with short-term institutes, popular lecture courses, hobby groups, public affairs forums and seminars, and other adult educational projects. All of these are important, in purpose and achievement, but that time is not yet. All the present resources of Sir Georges Williams College, and more, are required for its primary evening educational task, that of providing a College-grade educational experience for college-grade men and women.

(1) Kolbe : *Urban Influences on Higher Education in England and the United States.* (McMillan)

(2) An additional 25%, authorities agree, are capable of doing Junior College work.

# Officer of the Legion of Honour

## Gordon Rothney

To know France is to love France. And he who knows Dr. Villard knows France. For France is not so much a place as it is a way of life, a type of *"esprit"*. Dr. Villard is the incarnation of *l'esprit français*. Ever since he came to this Province in 1897, he has been spreading the light of France around him. The rays of enthusiasm which he sends out have not failed to reach back to Paris itself, to the Elysée. In February of this year, the President of the French Republic, M. Vincent Auriol, signed a document promoting Dr. Villard from "chevalier" to the rank of "officier" in the world-famed Legion of Honor. The importance of this distinction need not be stressed. He is the only non-military native of France living outside the territory of the Republic to receive this award in 1949, — indeed he is the only person in this category living in Canada to receive it in over a generation. For those who know him, no news could have been more welcome. Joy is now complete *sur "le sommet de la haute colline"*. And Sir George Williams College *est dans l'allégresse.*

One of the greatest privileges I have known has been to share an office with Dr. Villard during the past eight years. I do not refer merely to his efforts to keep me sound in my political views and, particularly, in my appreciation of the part played by France in history; nor to his efforts to keep the rising generation abstemious, honest, and industrious. The whole atmosphere brightens the moment he arrives. It becomes full of the spirit of youth and the joy of living. It is good for the morale — for everyone's morale. And to sit in on one of his courses is sheer delight. One sees (and hears) the characters of French history and literature, from Cardinal Richelieu to one of La Fontaine's rabbits, performing at the front of the room. What energy, what gaiety — what excellent education. As soon as he enters the room, *toute la jeunesse est en liesse.*

Dr. Villard's connection with the Y.M.C.A. began long before Sir George Williams College was born. In France, he was the general secretary of the Y.M.C.A. for the district of Rhone, and a member of the national committee. He was born, in the same year as the Dominion of Canada, at St. Etienne (Loire). Since then many honors have come to him. His academic

degrees include B.A. (Paris), M.A. (Ohio Wesleyan), M.D., C.M. (University of Bishop's College — an excellent institution), and D.D. (Wesleyan Theological College, Montreal). Trained as a teacher at the Normal Training School at Montbrison in France, he taught languages before crossing the Atlantic. In Montreal he became Principal of the French Methodist Institute, a minister of the Methodist Church (now United Church of Canada), physician to the Consulate General of France (a position which he still holds), and Professor of French at McGill University — before joining the staff of Sir George Williams College. In addition, as everyone knows, he has been perpetual General Secretary of the *Alliance Française* of Montreal since 1914. What would the Ritz Carlton be without Dr. Villard and his *Alliance ?* In a leading article by M. Roger Duhamel in the *Montréal-Matin,* on March 4, 1949, entitled "Un honneur Mérité", Dr. Villard's outlook is described as follows : "Devenu Canadien de cœur, le docteur Villard n'en oublie pas pour autant sa patrie d'origine et il est fermement convaincu que nos deux pays ont grandement à gagner à des échanges intellectuels régulièrement poursuivis."

Believing this, no man has ever done more to promote the cause. A career such as his belies the popular conception of the professor in the ivory tower. And so, say we all, along with the government of his beloved France — "Vive notre bon docteur Villard."

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## CONVOCATION

The date of Convocation has been set for Friday, June 3, in St. Andrew's Church, Westmount. The guest of honour and speaker will be the Hon. Milton F. Gregg, V.C., Minister of Veterans' Affairs in the Federal Cabinet. The change of scene for the graduation exercises is necessary because of the limited seating capacity in the former Emmanuel Church. This year the graduating class will be the largest in the history of the College — a possible 196 in the combined fields of Arts, Science and Commerce. All College instructors are cordially invited to attend Convocation.

# Are Too Many Engineers Going to College?

Harry Schwartz

In the November 1948 issue of the Georgian Faculty Review, Ernest Stabler poses the question : "Are Too Many Going to College ?" As I am a consulting engineer, I should like to discuss the problem specifically from the viewpoint of the engineer, although in a larger sense, the same reasoning holds for all fields of endeavour. To those of us who remember the hungry thirties, the question as to whether we are training too many engineers is a serious one. When we glance at the large enrolments of the various technical schools, the possibility of a business slump with its consequent unemployment presents a foreboding picture.

Is the answer then to be one of restriction — limiting the number of engineers? Many advocate such a course, thinking thus to maintain the present conditions of employment and standards of living for the profession. There is some evidence that this is the method used by some professions. But this cannot be done as simply by the engineers for two reasons. In the first instance some professions are tightly knit and their members act as individual practitioners, whereas there are many companies which do engineering work. In other words such individuals work for fees; the majority of engineers work for a salary. And in the second instance there are many men who are doing engineering work today without the benefit of a formal engineering course or degree. Another reason is the psychological one. To the engineering mind the philosophy of restriction is a philosophy of defeatism. An engineer's aim is never one of reduced output but rather one of increased ouput at a constantly reduced cost. The remark that an engineer can do for a dollar what some one else can do for ten still remains the guiding principle.

What then are we to do with the growing number of engineers ? The answer lies in increasing the job opportunities and the scope of activities of the engineer. It is found that the greater the number of capable engineers, the more work there is for engineers — and for skilled technicians.

It has become evident that the chance of the office boy becoming presi-

dent of the company has grown dim. In the factory, as in the army, a barrier has been established between the officers and the men — those with engineering degrees and those without; and it is only the favoured few who can crash the barrier. As the number of engineers grows, the barrier tends to move. At present there is a tendency to start engineers at a rank equivalent to an assistant foreman. The engineer may then advance, but the assistant foreman cannot go much beyond a foreman's job. Later, the barrier may drop so that only engineers can become foremen.

The field of engineering selling has widened tremendously. With engineers controlling more and more of the operations of a firm, it is only engineers who can discuss matters with these men and sell to them. With the increasing mechanization and the increasing range of technical products, it is essential that men who understand these things be chosen to represent the company. It is also a fact that today cities are run by engineers. City managers, chosen by the municipal council to execute the legislative wishes of the council, are usually engineers. And a larger proportion of the top executives of companies are engineers.

The above sounds fine today with employment at a relatively high level. But what will happen during depression times ? Then what will occur will be that the men without engineering training probably will be let out while those with the training will be kept on — possibly with reduced positions. The point I am stressing is that the mechanization and the technology of today demand skills and training not dreamed of previously. Yesterday an electrician had to know how to wire up a lamp or a plug. Today he may be called upon to install an exceedingly complex electronically controlled motor-driven machine. Understanding how to wire up a lamp requires little from the man, but modern control devices are an entirely different matter. In order to maintain and raise our standard of living it is essential that we increase our productivity. The men to carry this out are the engineers.

One last word. There are many men in Montreal who would like to study engineering but who, for one reason or another, cannot go to day school. Shall they be denied the opportunity to further themselves? For them I wish to enter a strong plea. In our College we lack the necessary laboratory equipment and space for a full engineering course. But surely many of the basic courses can be given and a diploma awarded to those completing the required work. Such a diploma course would encourage them. These men could become indentured to engineers and, after serving their period of apprenticeship, and writing the necessary examinations, could become engineers and register with the Corporation of Professional Engineers of Quebec.

Canada is entering a period of expansion. Atomic energy developments, iron ore in Quebec, these and many more call for trained men. The reply to the question in the title of this article "Are Too Many Engineers Going to College?" is a resounding *'No'*. We need more and better trained engineers, not fewer.

# On the Use of Maps

**Philip E. Uren**

"As soon as men begin to think about anything that matters, someone must go and get an atlas." — Kipling.

A prominent British geographer, speaking to the Royal Geographical Society, recently stated that Geography had come of age, and that geographers had no longer any need to apologise for their activities. While this may be true of Europe and the United States, it can hardly be said of Canada. In the minds of many Canadians geography is still something with which they were briefly concerned in public school, and which has to do with the location of towns, rivers and mountains. This state of affairs is all the more surprising when we consider the position and influence of geographers in other countries. Major-General Haushofer, an ex-professor of geography, was recognized as an important force in German political life. Dr. Dudley Stamp, as adviser to the Ministry of Town and Country Planning and as Director of the Land Utilisation Survey of Great Britain, has exerted considerable influence upon the changing face of that country. Over two hundred geographers are employed in various capacities in the United States Government, as well as others in the major industries.

It was not until 1935 that geography was first taught in Canada at the University level. It is perhaps for this reason that we are not yet "map-conscious". It has been the writer's experience to find that more than 25% of a class of intelligent adult students could not locate Toronto on a blank map of Canada, and the student who knows the location of the major lakes is rare indeed. While the mere knowledge of locations is of little use except in training the memory, it seems that we are in danger of going to the other extreme where the significance of location is ignored almost entirely.

It is not possible in a short paper to review the various concepts of geography which are of importance today. There is, however, a distinctive contribution of the geographer which deserves first mention. It is his belief that almost all social problems can be better understood with the aid of maps. Indeed it has been said that the test of whether a fact is geographical or not, is whether it can be expressed cartographically. The geographer preaches the importance of location and of areal patterns, and it is a rare occasion when he can speak of his subject without reference to a map.

A good library is generally considered essential to the efficiency of any institution of higher education. Further, the library which has no section entitled "Canadiana" is a poor one indeed. Nevertheless only a few schools can boast a complete collection of Canadian topographic sheets. The written word has tremendous prestige and the student who wishes to learn of British Co-

lumbia will pore over hundreds of pages of text without once thinking of "reading a map". It is true that he may check the location of the main settlements in an atlas, but the topographic sheet is neglected, often unknown. Yet it is a moot point whether more can be learned from an hour's study of large scale maps than from the most elaborate text.

If we add to the collection of topographic sheets a collection of aerial photographs, there is within the reach of the student an invaluable aid to social studies. The travel which is the privilege of the well-to-go can be had for no more effort than the walk to the library. It is true of course that a certain amount of basic training is necessary before these maps can be used successfully, but it is worth the time. It can save the embarrassment of the student who is well acquainted with the economic aspects of the Wheat Problem, but who can neither locate accurately, nor describe Saskatchewan.

With the further addition of wall-maps showing details of climate, vegetation, and a number of other distributions, a complete picture of the physical conditions of the country could be obtained. Not only will he know when Confederation took place and which were the provinces involved, but also the location of those provinces, and the nature of their landscapes. Having made this source of information available for Canada, the rest of the world can be equally well-housed in a few library cabinets.

Maps, of course, are being used to some extent, and have been used for a long time, but usually as a "visual aid", rather than as a primary source of information which is worthy of concentrated study. Yet, as Kipling points out, the map is an essential primary source for most studies. The student interested in international affairs should not be contented with the conventional atlas map, but should be aware of a number of new polar projections which invite interesting speculations about the "air-age" world. The student of governments will find many political problems best outlined in maps showing various aspects of the state in which he is, for the moment, interested. Certainly no one should pronounce upon, let us say, the Palestine problem unless he has some acquaintance with the natural environment of that country. At least if he does so he must be ready to defend the notion that the physical conditions have no bearing upon the problem. Even the student of English Literature might make use of a map collection to learn something more of Wordsworth's Lake District, or of Byron's Italy.

A map collection, like a library, cannot be built up overnight, but only by progressive acquisitions. A good deal of map information is, however, available at a very low cost to students and schools. The Federal and Provincial Governments sell topographic sheets and other maps, at prices ranging from fifteen to twenty-five cents each. Canvas wall-maps are more expensive, but an outline "blackboard" map on which chalk can be used serves many purposes.

The majority of Canadians have a great and just pride in their country, and most college students have a lively interest in the world outside. Both of these qualities suffer from the fact that the map is largely ignored as a means of learning as well as of teaching, as an object of study as well as an aid in illustration. However deep our interest in our own land, or in others, we miss much as long as we depend almost entirely on the written world. Stephen Leacock used to claim that he was a great arctic explorer in the warmth of his study; we can all be world travellers without leaving our "map-room".

# Project Work in Chemistry

Samuel Madras

Students majoring in chemistry would profit by doing some work in that subject outside of their prescribed courses. A practical suggestion is to invite these students to familiarize themselves with new industrial chemical products which are currently being developed and used, and which may be obtained upon request from the manufacturers. Many of these products are not described in the students' textbooks as yet, and working with them is likely to prove both stimulating and instructive to the student.

The undergraduate extra-curricular work of students majoring in chemistry has been debated for over twenty years in chemical education. A recent survey showed that opinion ranged all the way from enthusiastic support of a program of "senior year research" to decided opposition. Those in favor believed that the students could learn to do a survey of the literature, formulate the research problem correctly and carry out the necessary experimental work with a certain measure of success. Those opposed doubted that students who were loaded down with course work could do anything of significance with a research problem, and that the price of the likely failure would be the development of distaste for research later on.

The latter considerations, I believe, apply to our College when all factors such as space and facilities are taken into consideration. What is proposed here, however, is not the type of research discussed above. No pretence is made that a fundamental problem is to be assigned to a student who has yet to prove that he is qualified by scholarship and attitude for research. Instead, a number of interesting industrial products is displayed, each with an adequate description as to composition, properties and uses, to stimulate the student's interest. He is then invited to carry out a limited investigation which may be described briefly as follows :

1. To do a limited literature survey extending usually to the references in an advanced textbook or encyclopedia of chemistry, with emphasis on the manufacturer's bulletin. This survey does not have to be all inclusive.
2. To prepare the formulations suggested by the manufacturer and thus become acquainted with the known properties and uses of the material through first hand experience.
3. To suggest new formulations and uses.
4. To write up the work done and, if feasible, to lead a seminar of other students engaged in similar work.

This project was tried out this year for the first time. It was soon discovered that industry was lavish with samples, literature and even salesmen. The students' response was also favorable, the majority entering the program without solicitation. At present, projects are in progress involving the testing of new textile finishes and paint ingredients, and the preparation of adhesives. It is felt that the project is justified and should be encouraged in the future provided that it can be carefully planned and adequately supervised.

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# Since Our Last Issue

## Harold H. Potter

Principal K. E. Norris addressed the Cote des Neiges, Longueuil, and Strathearn Home and School Associations, and the St. Andrew and St. Paul's Women's Association. He has been named President of the Board of the Occupational Therapy Centre of Montreal for 1949-50.

Dean H. F. Hall addressed the Rotary Club in Verdun last January 10 on "Present Day Trends in Education".

Dr. G. O. Rothney attended the Annual Meeting of the American Historical Association held last December in Washington, D.C. In January he spoke on "The Riddle of China" at the Community Centre of Three Rivers, and in March addressed students at Hillel House on "French-Canadian Politics".

Alec Bloom, Lecturer in Commerce, won this year's gold medal awarded by the Institute of Chartered Accountants of Quebec for the highest marks attained in the Institute's final examinations.

Harold Potter, Lecturer in Sociology, addressed the St. James Literary Society last February on "French-English Relations in the Province of Quebec", and in March spoke to the B'nai Brith group of the Y.M.H.A. on "The What, How and Why of Group Prejudices".

Professor D. B. Clarke, Registrar of the College, and his Assistant, R. A. Fraser, will attend the Annual Conference of Collegiate Registrars, to be held in Columbus, Ohio, April 25-28.

Professor H. F. Quinn will address the Canadian Political Science Association at its Annual Meeting to be held in Halifax in June. He will present a paper on the pattern of Quebec policies since 1935. In March he addressed the B'nai Brith group of the Y.M.H.A. on "Some Problems of Parliamentary Government".

# Corrosion on the Campus

## Ernest Stabler

Canadian professors are a worried lot at any time, but today their heads are shaking a little more regularly than usual. They have their usual worries about heavy teaching schedules, stacks of assignments waiting to be marked, and those articles or books which they have been hoping to get at when time permits. But in addition, they are unhappy about the calibre of their students. The present generation of students, they say, is not up to par. Today's students can't spell, let alone write intelligently; they are infinitely more interested in the "extra" than the curricular phases of college life; and they appear to have a literary background which starts with the comics and ends with the sports pages. In short, students are not what they used to be. But neither is anyone else these days, professors included. And before the professors convince us all that they are tossing their gems of erudition to a generation of young philistines perhaps we had better take a passing glance at the professors themselves.

Time was when you could spot a professor a block away. If his trousers were not hitched well nigh to the knee they were long enough to cover his shoes with inches to spare. If he wore a hat, and often he did not because he had already left three in as many months at various restaurants, it would be a soft, battered, shapeless thing which appeared to insist on curling up at the front and slanting down into a runway at the back. On closer view this professor of yesteryear was thin, almost gaunt, with sunken cheeks, a shock of white hair, and a twinkle in his eyes if they were not watering. But today the type seems to be disappearing. You can pass a professor on the street without caring to take a second look. He is as well groomed as a Rotarian and he strides across the campus with as much confidence as a member of the Board of Governors.

There used to be all manner of anecdotes about the peculiarities of professors. Legend has it that a new faculty appointee, fresh from a stint of lecturing at Oxford, arrived with his family and settled in Central Canada just as winter was setting in. His colleagues assured him in all seriousness that the only way that he could possibly keep his house warm in winter would be to rise at three-hour intervals during the night to stoke the furnace. And for the first month of that winter he rose faithfully every three hours and pattered downstairs to throw on another shovelful of coal. Could a modern man of learning be so unworldly ? The chances are that he would know not only the operating techniques of an automatic fireman but the price per ton of Welsh anthracite. And then there is the tale of the sage who in one hilly college town of Eastern Canada, was walking to class one morning down

a very icy street. Children on their way to school had made a long slide down the steep sidewalk and before he knew it the elder statesman of the campus found himself on his derrière slipping down the slope. Half way to the bottom he overtook a lady and in the collision she collapsed and the professor continued the journey with the lady in his lap. Neither said a word until at the bottom the professor got to his feet, assisted the lady to hers, and with great dignity announced. "Madam, I am sorry, but this is as far as I go." Can you visualize a modern college don rising to such heights of presence of mind ?

Now to hear the complaints of their teachers you might well assume that the current crops of university students were but one stage removed from illiteracy. Given the task of putting his thoughts on paper the average student breaks down in utter helplessness; he has never done any thinking to begin with, and cannot divide his incoherencies into sentences except by using that favourite device of columnists — the three dots ( . . . ). At least this is the story the teachers tell us. But have you examined any professorial writing lately? Admittedly each field of specialization must have its own technical vocabulary and no one can expect a physicist to indulge in the art of plain talk. But, in the social sciences particularly, schoolmen are trying to make things difficult for their readers. Instead of saying that a boy is getting on well in his studies the Student Counsellor (usually a psychologist) is apt to write about the student's "ongoing and dynamic self-direction of adjustive processes in the socio-psychological problem situation." And those who feel compelled to write on the trends and developments in modern education are never happier than when they are "integrating" the curriculum, or discussing "a new student personnel policy with the purposive level of activities directed by the in-group." The political scientist is forever stepping up to or climbing down from the various "levels" of administrative machinery; and the modern economist has long ago left the use of esoteric language to his less learned brethren and is now deep in the heart of mathematical formula. The sociologist has his social structure, the psychologist his social interaction, the historian his social pressure, the anthropologist his social institutions and the layman is so confused that he wears out his boots going to series after series of Lectures on Living to try and understand all these wise men who each speak a different language.

In grandfather's day a professor was able to sink deep into his field, write a book or two, potter in his garden and occasionally invite his students over for tea. Now he is too busy going to committee meetings. The administrative structure of a modern college or university spirals to dizzy heights. Once caught in the upward rush a professor quickly passes through meetings of his own department, whirls along to committees on admission, on library, on curriculum revision, on athletics or a committee to integrate other committee efforts. If he is a good and faithful servant in these matters he is whisked even higher to such august bodies as the Faculty Council and then perhaps to the pinnacle of committee success : the Principal's Special Committee on New Buildings. There is, of course, an occasional teacher who is sharp enough to give the air of such utter busyness that no one feels harsh enough to add to his burdens and thus he escapes with only one or two committee responsibilities. The time he saves by not attending meetings he devotes to his lectures and his students begin to call him provocative or stimulating or perhaps even brilliant. In time he establishes a reputation which, of course, is not confined to the

walls of his college. And then, assuming his field is not higher maths or chemical thermodynamics, the invitations for speaking engagements pour in from groups he previously never knew existed. Luncheon clubs and supper clubs, service clubs and study clubs, boys' clubs and bird clubs all are ready to listen to his wisdom and often, as he watches his audiences yawn, he wonders if he wouldn't have been happier serving on the Committee on Janitorial Efficiency in the Arts Building.

And so there goes your modern professor. He strides along in his natty suit to his committee meeting or his speaking engagement. You can't tell stories about him because he isn't a "character" any more; and when he talks or writes, instead of thundering great periods of clean, antiseptic prose, he daintly unravels the threads of his thought by using his own peculiar language. It is an unhappy trend and someone should do a doctoral thesis on it. Is this century of the common man pulling the Olympians down to a more humble level, and are we, in our passion for democratic living, insisting that our teachers be but one of ourselves? But analyse it whichever way you like, professors aren't what they used to be. But perhaps they never were.

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## AIDS TO TEACHING

For some time now Mr. J. W. Brunt has been insisting (with a twinkle) that he be called not only Headmaster of the High School but also Director of Audio-Visual Education. And if the use of films continues to grow we may have to take him seriously. In the month of February, for example, there were eleven showings of films and a wide use made of slides. The College now has two film, one film strip, three slide and two kodascope slide projectors. Four classrooms are equipped with permanent screens and in a number of others visual aids may be used by setting up the portable screen. In short, that bugbear of visual education — "It's just too much bother" — is on the way to being eliminated.

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## SUMMER SESSION

The Summer Session of the Evening Division will begin on Tuesday, May 31 and continue for fourteen weeks until September 9. Full courses will meet twice each week — two-hour periods on Tuesdays and Thursdays — and half courses will meet once each week. Last year thirty courses were offered in the summer term and 522 students were enrolled.

## Coming Events

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|---|---|
| Good Friday. No Lectures. | Friday, April 15 |
| No Lectures | Saturday, April 16 |
| Easter Monday. No Lectures in the Day Division. | Monday, April 18 |
| Last day of classes in Day Division. | Thursday, April 21 |
| Final Examinations begin in Day Division | Monday, April 25 |
| Last day of classes in the Evening Division | Friday, April 29 |
| Final Examinations begin in Evening Division | Monday, May 2 |
| Summer term begins in Evening Division | Tuesday, May 31 |
| Convocation | Friday, June 3 |

# Sir George Williams College

## of the Montreal Y. M. C. A.

College courses for High School Graduates (men and women) leading to diploma of Associate in Arts, Science, or Commerce and to degree of B.A., B.Sc., or B.Com. Equivalent courses day and evening. Summer evening session June to September.

# Sir George Williams Schools

Day and Evening Business Schools, Day and Evening Art Schools, Evening High School.

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